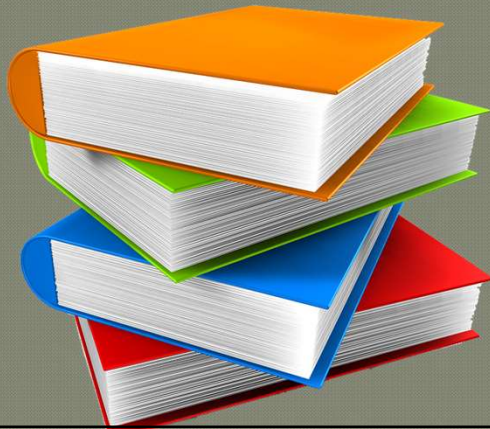


Structuring a Training Program



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- Masters Degree in Public Health Preparedness

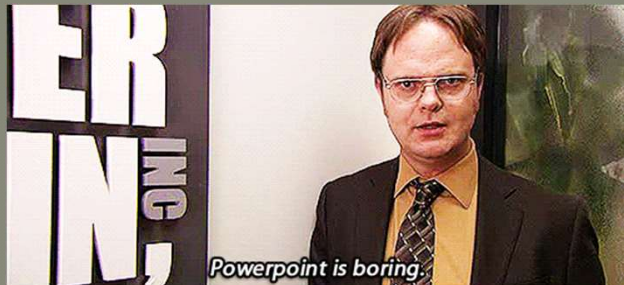


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Training: The Wrong Way to Do It



Dwight Did Get One Thing Right...



But until we can do this interactively with VR headsets, it's the best we've got.

Why is Training Important?



Improves Employee Performance

Training gives employees a greater understanding of their roles and responsibilities, builds their confidence, and improves performance.

Improves Employee Morale

Training shows employees they are valued, creates a supportive workplace, and gives employees greater satisfaction with their jobs.



Training Addresses Weaknesses

Training allows employees to strengthen skills that they need to improve, brings employees to a higher level of knowledge and skill, and creates employees who can better assist one another.

Consistency

Training ensures employees have consistent experience and knowledge. All employees must be aware of basic expectations, policies, and procedures.



Why is Training Important?



Increased Productivity

Training generally results in increased productivity, efficiency and adherence to quality standards.

Increased Innovation

Training improving skillsets encourages creativity; new ideas can be a direct result of training investments.



Reduced Employee Turnover

Training is an investment in an employee. Staff are more likely to feel valued if they are invested in, and less likely to change employers.

Enhanced Organizational Reputation

Strong training programs enhance your organization's profile, and makes it more attractive to potential employees who seek to improve their skills and opportunities.



Structuring Your Training Program: Assessing Your Needs



Each organization is different and has varying needs.

Certain trainings are fairly universal and should be conducted at least annually. Examples of this might include trainings on sexual harassment or diversity in the workplace.

Other trainings may be suitable for certain positions, such as instruction specific for supervisors and management.

Some training courses may not be relevant to an organization at all. For example, office-based organizations may not find trainings on ladder safety particularly useful.

Structuring Your Training Program: Assessing Your Needs



Identify areas where training would be beneficial.

Employees are an excellent resource in determining beneficial trainings! Don't hesitate to crowd-source ideas for trainings your organization might find useful.

Define goals, and identify potential trainings to meet your goals. This may include increasing productivity, conflict resolution, violence in the workplace, or creating a welcoming culture.

Develop a training schedule based on the identified needs and goals. UCIP has a number of training resources that will be discussed later that can help with this.

Structuring Your Training Program: Develop Training Objectives

Determine the objectives — things workers should be able to do after a training is completed. This will help bridge the gap between the status quo and the objective performance level.

Objectives can address things learners can know, skills they can perform, and attitudes that they can hold.

Trainings offered through UCIP or our affiliate partners, like LocalGovU, are designed with this in mind.



Structuring Your Training Program: Develop Training Objectives

Your Objectives Should Be SMART



Specific, clearly stated, and understood by everyone.



Measurable; everyone should be able to agree if the learner satisfies it.



Achievable; everyone should have a chance to satisfy the objective.



Relevant and important to the learner's job.



Time-bound; it should be clear when the learner should be able to satisfy the objective (i.e., after training).

Structuring Your Training Program: Training Materials



UCIP already has lots of training materials accessible through our website!



Structuring Your Training Program: Training Materials



In addition to online on-demand trainings, UCIP's partners offer a number of training opportunities monthly. Visit the UCIP calendar to see training opportunities offered through the **Utah Safety Council**, **WCF**, and more.

Structuring Your Training Program: Training Materials

UCIP is happy to come to you and conduct on-site trainings.

Please contact me at aggett@ucip.utah.gov or at (801) 307-2122 to schedule your organization's training.

**Sit. Stay.
We'll Come to You!**



Structuring Your Training Program: Implementation



Depending on the type of training you wish to utilize (online vs. on-site) you'll need to make appropriate notification to employees so that schedules can be accommodated. Set expectations for when online trainings must be completed.

Incorporate employee feedback into your training to gather comments and opinions to evaluate a training session's effectiveness in order to alter the training as needed.

Schedule trainings into digestible blocks of time to prevent information overloads.

Structuring Your Training Program: Implementation

ANNUAL TRAINING SCHEDULE

JANUARY	FEBRUARY	MARCH	APRIL
Sexual Harassment/ Discrimination- UCIP Online, RAP Proper Lifting- RAP Eye Safety- WCF	Defensive Driving- USC, WCF, RAP, UCIP Online Active Shooter- UCIP Online Personal Protective Equipment- RAP, USC, WCF CPA/First Aid- Local Fire Department, USC	Ethics- UCIP Online, RAP Slip and Fall Protection- RAP, WCF Electrical Safety- RAP, USC, WCF Accident Investigation- WCF	Performance Evaluation- UCIP Online Facility Security- UCIP Online, RAP GRAMA/OPMA- UCIP Welding Safety- WCF, USC
MAY	JUNE	JULY	AUGUST
Workplace Violence- UCIP Online, RAP, USC, WCF Ergonomics- RAP, USC, WCF Confined Space- USC, WCF Job Hazard Analysis- WCF	Lock-Out/Tag-Out- RAP, USC, WCF Fire Safety/Extinguisher- RAP, USC Ladder Safety- RAP Drug Free Workplace- UCIP Online, WCF	Sexual Harassment/ Discrimination- UCIP Online, RAP Proper Lifting- RAP Hazard Communication- RAP, USC	Defensive Driving- USC, WCF, RAP, UCIP Online Active Shooter- UCIP Online Emergency Plan- UCIP Online, USC, WCF CPA/First Aid- Local Fire Department, USC
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
Ethics- UCIP Online, RAP Slip and Fall Protection- RAP, WCF Hearing Conservation- RAP, WCF Accident Investigation- WCF	Performance Evaluation- UCIP Online Facility Security- UCIP Online, RAP Bloodborne Pathogens- RAP, USC Welding Safety- WCF, USC	Workplace Violence- UCIP Online, RAP, USC, WCF Ergonomics- RAP, USC, WCF Work Zone Safety- RAP, WCF Job Hazard Analysis- WCF	Ladder Safety- RAP Records Retention- State Archives Fall Protection- WCF, USC Working in Hot/Cold Conditions- WCF (Semi-Annual)

Structuring Your Training Program: Implementation

Trainees are adults that share particular characteristics that makes training more effective for them. With adult learners, it's important to recognize the following adult learning principles, in that adults:



- Are self-directed
- Come with their own lifetimes of knowledge, experience, and opinions
- Are goal-oriented
- Want training that is relevant
- Want training that is task-oriented
- Learn when they see "what's in it for them"
- Want to be and feel respected

Training that recognizes and respects these principles are more likely to be effective.

Structuring Your Training Program: Implementation

A new complication to implementing your training program is that, for the first time in modern history, organizations must support employees spanning **four generations**. This can complicate ensuring that all employees are properly trained.

Traditionalists were born before 1945 and favor structured "command and control", lecture-style classroom learning. They're more experienced and may be ideal mentors in select roles.

Generation X was born between 1965-80, and are noted as being the most fiercely independent of the four groups. They prioritize self-directed educational opportunities and programs, enabling them to learn on their own schedule.



Baby Boomers were born between 1946-64, and expect more personally-focused learning structures. Classroom-style learning is still effective, but in-class participation, reflection, and feedback is preferred with the process.

Millennials were born after 1980, and have married the learning preferences of the Baby Boomers and Gen X, favoring personalized training on a self-directed schedule. Having grown up with the Internet, Millennials prefer access to information on-demand.

Structuring Your Training Program: Evaluation

The goal of effective training is to change employee behaviors and actions on the job. In order to confirm that training was effective, evaluation needs to be conducted. The following evaluations will help you determine the effectiveness of your training program:



Employee Reaction

Did employees like the training and feel that they learned? Observing them during training, asking for their opinions, and collecting surveys can help you gauge this.



Employee Learning

Assessments during training should evaluate an employee's learning of the objectives. Tests for knowledge issues, case studies, simulations, or exercises can assess this. (LocalGovU is a great example of implementing assessments for understanding through completing each course by passing a quiz.)

Structuring Your Training Program: Evaluation

**UTAH
COUNTIES**
INDEMNITY POOL

The Risks of Social Media

Quit

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1. Employees have a right of privacy at work.

A) ☐ True

B) ☐ False

2. Hostile work environment is limited to gender-based harassment.

A) ☐ True

B) ☐ False

3. Discrimination is:

A) ☐ Treating someone differently because of their protected status and relates to actions that adversely affect a condition of the victim's employment.

B) ☐ Any form of unwanted and unwelcome behavior which may range from mildly unpleasant remarks to physical violence linked to the victim's protected class status.

C) ☐ A manager or supervisor that constantly belittles a worker.

D) ☐ All of the above.

Structuring Your Training Program: Evaluation



Post-training Behavior

Are employees taking their new knowledge, skills, and attitudes and applying them at work? Observations of on-the-job work, as well as other performance-based metrics, will help determine this.

Quantifiable Results

Did the training result in reaching the desired business goal (i.e., were workplace incidents reduced)?



Structuring Your Training Program: Revision



Following evaluation, training should be assessed to determine if it was successful and met training objectives.

Analyzing feedback will allow an organization to identify weaknesses in their program, at which point the program and/or action plan can be revised if objectives or expectations are not being met.



Structuring Your Training Program: Lather, Rinse, Repeat



If you misjudged the department's learning needs, misidentified learning objectives, provided too much (or not enough) information, or didn't allow for more instructor-audience interaction, make the necessary adjustments for the next time.

Remember that certain trainings may need to be repeated more often than others. Implement your revisions to your training program to make it more effective for repeated trainings, or as you have new employees coming onboard with your organization.

Additionally, if processes or procedures change, make any necessary adjustments to your program (i.e., updating with new information, removing outdated information, etc.).

We're Here To Help



The UCIP staff is always willing to help with structuring, developing, and implementing a training program.

Contact Alex at agetts@ucip.utah.gov or (801) 307-2122.

Questions?

